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"Ah the cheerless weather!"
If the world's a "wilderness,"
Go build houses in it!
Will it help your loneliness,
On the winds to din it?
Raise a hut, however slight;
Weeds and brambles smother,
And to roof and meal, invite
Some forlorn brother.
If the world's "a vale of tears,"
Smile, till rainbows span it;
Breathe the love that life endears;
Clear from clouds to fan it.
If your gladness lend a gleam
Unto souls that shiver;
Show them how dark sorrow's stream
Blends with hope's bright river!

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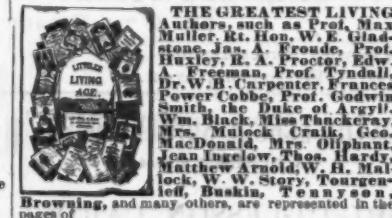
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CONTENTS OF THIS NUMBER.

EDITORIAL	Page 3	EDUCATIONAL NOTES.
Questions	4	New York City 8
Language Lessons	4	Elsewhere 8
Rearing and Training of Children	4	LETTERS 9
THE SCHOOL-ROOM.		ED. MISCELLANY.
Lessons in Definitions	5	Practical Education 10
For the Primary Class	5	School Amusements 10
Lessons in U. S. History	5	Watch the Child 10
Moral Training	6	FOR THE SCHOLARS.
Lessons in Language	6	Queer Fishes 10
Occupation for Children	7	Arabian Horses 11
Lessons in Physics	7	Joseph Barn 11
Lessons in English Literature	7	Rubies and Diamonds 11
BOOK DEPARTMENT.		Bahia and Rio de Janeiro 11
New Books	12	

New York, December 31, 1881.

THE SCHOOL JOURNAL FOR 1882.

The publishers of the JOURNAL will continue in every way possible, to make it more indispensable to the teacher during 1882, than ever before. Mr. Amos M. Kellogg, the editor, has been connected with the schools of the Empire State for over a quarter of a century, in every capacity, and is recognized as one of our foremost educational men. The influence of the JOURNAL is large because it is always on the side of right, and common sense. The

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editor does not mean to lull his readers to sleep, and will while pointing out the errors of our present system, constantly suggest the remedies, and, not like many writers against the system, knock down, but do nothing to build up.

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One of our late additions is a summary of the events of the week in a convenient form using as a lesson on current events given each week.

EDUCATIONAL NOTES.

While we do not attempt to make in any degree a *news* paper of the JOURNAL, it will contain condensed reports of the meetings of the N. Y. Board of Education, and information of what is going on in all parts of the country, especially about any forward steps taken in the educational field.

LETTERS.

Many of the large number of letters received are given in full with comments of the editor upon them. These comments are in answer to questions on methods of teaching and kindred subjects, and has proved very popular and extremely useful to many, as points are explained that could not well be taken up in the practical department.

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BOOK DEPARTMENT.

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We wish you a "Happy and prosperous New Year," and hope to have a club for the COMPANION from you to commence it.

THE Board of Estimate met Dec. 22, and reduced the amount asked for by the Board of Education, from \$3,836,925 to \$3,500,000. The Mayor and Alderman Keenan voted for the amount asked for; the Comptroller and Mr. Asten for a reduction. The Comptroller's argument is, that it ought to be done as cheap in New York as in Brooklyn! This we submit is a poor argument. Does he force his coal-dealer to take Brooklyn or Philadelphia prices. By the way, are the expenses of the Comptroller's office to be arranged to suit the Brooklyn standard, etc., etc.

If you receive a bill in this paper, please enclose it securely in a letter with the amount due, and drop it into the post office.

A BOSTON paper says that the little experience of that city have had of women suffrage "has not been so encouraging as could be wished," their exercise of the right to choosing members of the school committee having done very little to improve the schools. And educational people add that the women on the School Committee are more likely to put in poor teachers than the men. If this is so, it does not look well anyhow.

QUESTIONS.

(The following are the questions proposed by Co. Supt. Speer, to the teachers of Marshall County, Iowa. This is a step towards *professional preparation*. Is it not a fact that two thirds of the teachers enter on their work—so important—without knowing the principles underlying that work? Is not the examining officer responsible? Supt. Speer does not go beyond the “four rules” in arithmetic together with common and decimal fractions.

THEORY AND PRACTICE OF TEACHING.

1. “The primary principle of education,” says Sir William Hamilton, “is *self-activity*.
(a) Explain this principle.
(b) Give a concrete example of a violation of this principle.
2. “Observation,” says Pestalozzi, “is the absolute basis of all knowledge.”
(a) Explain the meaning of this statement.
(b) How do you train children to observe?
(c) In studying objects, what should be developed besides observation?
3. Why should ideas precede words?
4. “Precede from the *known* to the *unknown*.
(a) How do teachers violate the above principle when they require pupils to *memorize* definitions?
5. When and how should technical grammar be taught in the common schools?
6. Take a pupil of average mental capacity, and after you have trained him to speak and write correctly, how much time will you have for teaching him the science of language?
7. What comes first, speaking, or writing?
- (a) What reasons can you give for teaching a pupil to speak a sentence correctly before asking him to write it?
8. (a) Does the pupil exercise *his* mind when *you* perform a problem for him? (b) Does the *pupil* make a mental effort when *you* read for him? Ought the teacher to read for a pupil until the pupil can read for himself? Give reasons.
9. What subjects in arithmetic should receive special attention in the common schools?
10. (a) In passing an examination in arithmetic, is it the *mechanical* work of adding, multiplying, etc., or is it the *method* of performing the problems that requires so much of your time?
- (b) If your instructors had trained you to handle the fundamental rules readily and accurately, would you not have gained much time for the study of principles? If you teach, will you drill your pupils thoroughly in the fundamental rules of arithmetic?
11. Tell what you can of Frederick Froebel, and of his system of education.
12. Name six of the Kindergarten gifts.
13. Name the primary colors. What are complementary colors? What color is a complement of red? What is the difference between a tint and a shade?
14. To what faculties do object lessons give culture?
15. Give the names of ten qualities of objects.
16. Give the qualities of glass.
[Use a lead pencil.]
17. Make a drawing of a hat.
18. Make drawings of six geometrical figures, and name each.

GEOGRAPHY.

1. Why is map drawing a valuable aid in teaching geography?
2. Ought you to teach pupils more of the details of geography than you remember yourself? Why not?
3. Could geography be well taught in connection with other branches?
4. How are pupils best taught to remember the names and location of places?
- 5-6. Draw a group of States consisting of Minnesota, Wisconsin, Illinois and Iowa. Make it as complete as you think it ought to be made by pupils in the 4th and 5th grades in the common schools.

READING.

1. What method do you employ to teach beginners to read? Give an outline of the first lesson.

2. How do you teach the correct pronunciation of *a* and *the*?

3. Do the punctuation marks and the rules for emphasis and inflection assist the pupil in giving natural expression?

4. Ought you to ask for the oral reading of a sentence or a paragraph unless the pupil understands the meaning of every word, and can pronounce the words readily? Why not?
5. What controls expression in reading?

6. Have you made any effort to secure supplementary reading in the schools in which you have taught?
7. How can you excite an interest in good literature?

ORTHOGRAPHY.

1. Place the following words in sentences: accept, except, too, zinc, tow, flue.
2. And the following: feign, fain, its, i.e., ult., cereal, edible.
3. Of what use to a pupil is the spelling of a word he cannot use?
4. Ought you to permit pupils to guess at the spelling of words? Why not? How can you guard them against the habit of guessing?

5. Do you think spelling can be taught incidentally in connection with other branches? How?

6. Write words containing all the sounds represented by *i* and *o*, and indicate the correct pronunciation of the words.

The following opinions of educators on spelling were distributed among the teachers:

“Repeated use of carefully selected words in written exercises, when the attention is not directed solely to the spelling of words, is the only means of making practical spellers.”—GEO. A. WALTON.

“I would rob spelling of three-fourths of the time generally given to it.”—State Supt. NEWELL, Md.

“When spelling is made a minor branch of language teaching it takes very little extra time. No word should be taught until it is the sign of a distinct idea in the mind of the learner. The forced attempt to reproduce or express that which is vague and indistinct is detrimental. The closest attention to a form is attained by attempting to draw it. The closest attention to a word that can be given is to draw it, that is to copy it in writing.”—F. W. PARKER, Supt., Boston.

“The only use that can be made of spelling is in writing.”—American Journal of Education.

“The spelling lessons should contain the words ordinarily used by the pupils. The practice of learning words in advance of their use is not encouraged; it turns the attention from ideas to words; it puts an unnatural strain upon the retentive faculties by appealing to arbitrary memory alone; it fills the mind with a kind of knowledge wholly useless. As soon as the pupil learns a single word or sentence, let him be taught to write it on his slate.”—JOHON-NOT.

REARING AND TRAINING OF CHILDREN.

Never hamper and torment children with clothes that are “too nice” to be anything but wretched in. They may be taught reasonable care in regard to soiling their clothes, but to see a child in a constant spiritual straight jacket, for fear the mud-cakes, or the game of marbles, or the jolly romp will soil the knees, or “muss” the apron, or disarrange the hair, is an indication of idiotic parentage. There are cheap, light, half-wool fabrics, sold in gray, and in brown plaids and stripes, that—striped with bright colors—make up into excellent dresses or blouses for little folks, being just as cool as print and gingham, requiring no starching when washed, and not soiling or rumpling easily.

Let the children have plenty of sleep. I have seen young children—almost infants—waked and made to get up two hours before their natural sleep was finished, merely because it was thought best that they should “eat breakfast with the other people.” Imagine yourself in the hands of the giant, and being hauled out of bed while in the midst of profound and refreshing slumber, just for

the privilege of eating breakfast with a lot of other giants who grin at you if you are cross, and perhaps vigorously spank you—some one of them—if you say or do anything expressive of your wretched feelings. There are no healthy children who take more sleep than they need; and yet we often see young boys “routed” before sunrise and set to work, with empty stomach and dizzy heads, at chores that might just as well await the coming of a decent hour. Let us all pray to be preserved from that slashing, mule-headed, and often ignorant farmer who “drives” everything before him—including his wife and children! In the long run he comes out a good ways behind his more efficient and more enlightened neighbor, who takes things easily and does things pleasantly, and steers clear of that kind of haste which makes waste. The first step toward making boys “hate the farm” is to cut down their rightful hours of sleep, and make the beginning of every day thoroughly wretched to them.—American Agriculturist.

LANGUAGE LESSONS.

The errors are in propriety, and are to be corrected by the following rules:

Never use objectionable words or expressions of any kind.

Foreign words and phrases should not be used, unless they express the meaning better than English words.

Technical words should be employed only when writing upon scientific subjects.

1. He is engaged in a treatise on the interests of the soul and body.

2. He is not a whit better than those whom he so liberally condemns.

3. An eloquent speaker may give more, but cannot give more convincing arguments than this plain man offered.

4. I had as lief do it myself, as persuade another to do it.

5. If you want to have a handsome page, you must see that the register is perfect.

6. Bear away for the first port you can make.

7. The eagle killed the hen, and eat her in her own nest.

8. True wit is nature dressed to advantage; and yet some works have more wit than does them good.

9. The pretenders to polish and refine the English language have generally multiplied abuses and absurdities.

10. He is our mutual benefactor, and deserves our respect and obedience.

11. He feels any sorrow that can arrive at man.

12. The garment was decently formed, and sewn very neatly.

13. She has phthisis pulmonalis.

14. We will mellow him with clubs.

15. The conscience of approving one's self a benefactor is the best recompense for being so.

16. Science is now springing up.

17. No less than two hundred scholars have been educated in that school.

18. You will not think that these people, when injured, have the least right to our protection.

19. These may be called the beginning rudiments of Latin.

20. The meaning of the phrase, as I take it, is very different from the common acceptation.

21. Whom do you mean said it?

22. Let us consider the works of nature and art properly under our notice.

23. Arbitrary power I look upon as a greater evil than anarchy itself, as much as a savage is in a happier state of life than a slave at the oar.

24. The lines on that page are not sufficiently leaded.

25. Get gone away as quick as possible.

26. Leave bothering the boy, I say.

THE Mohammedans believe that a leader called Mohdy will suddenly arise when Turkish rule is in decay to restore the fortunes of true believers; and that afterward Jesus the Son of Mary will come. Great changes are in progress in Palestine.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LESSONS IN DEFINITIONS.

The plan of requiring definitions is capable of being very serviceable in the work of the school-room. The teacher may ask for example; What is an inkstand? The reply will be, "a receptacle of ink." But if I pour ink into this bottle is it an inkstand? Here the pupil will see the need of connecting the idea of use for writing, etc. In a similar way ask for definitions of coat, shoes, book, stone, thought, etc. Let it be done in accordance with the rule, that "a definition is the mental separation of an object of thought, (to be embodied in language) from every other object of thought."

The teacher will explain that there are two kinds of definitions, one a declaration or description—as "man is a two legged animal," etc., the other the logical definition. Here the teacher would make plain one of the offices of logic, which is to give exact expression to thought. Ask these questions: "What sort of a definition is this; the animal kingdom consists of radiates, mollusks, articulates and vertebrates? How does it differ from this; The earth, Venus, etc., are the planets." Again, give the definition, "Man is a rational animal." Show that *animal* is the next higher genus to which man belongs, as a species, and that *rational* is the difference that distinguishes man. It will be necessary next to define animal and so on until we come to an ultimate term at last. "What is a carnivore?" It is a flesh eating mammal. "What is a mammal?" It is a vertebrate that suckles its young. "What is a vertebrate?" It is an animal that has an internal skeleton. "What is an animal?" It is a sentient organism. "What is an organism?" It is a living being. Here we have in being the ultimate term.

There are four rules to be observed. (1) Study the term to be defined with care. (2) The definition must bring out the real essence of the term defined. (3.) It must not be too wide or too narrow. (4) It must be in perfect language.

Next discuss these statements with thoroughness. "Punishment is an evil," but "no evil is to be allowed even to do good." Also Plato's definition, "man is a two legged animal without feathers." And this, "man is a praying animal." Point out that a definition must be in clear language. Herbert Spencer says, "the virtue of patriotism is a national egoism." Is this a correct definition? Egoism is selfishness; is it then a virtue? Patriotism is an individual sentiment; can it then be national? He says of evolution. "Evolution is a change from indefinite, incoherent, homogeneity, to a definite, coherent, heterogeneity, through continuous differentiations and integrations." This has been translated by a British critic as follows:

"Evolution is a change from a no-howish untalk-about-able-all-alikeness to a some-howish and in-general-talk-about-able, notable-alikeness, by continuous something elseifications and stick together actions."

"It is a great principle that *subjective religion*, or in other words religion in us is produced and sustained by fixing the mind on objective religion, or the facts and doctrines of the Word of God." Ruskin says, "take away the words in italics and the sentence has a meaning; but by its verbosities it is extended into pure nonsense."

Assign the following terms and statements. (1) Education. (2) Virtue. (3) Battle. (4) Arithmetic. (5) Loafer. (6) Malaria is that which induces fever. (7) Mind is the unextended. (8) Philosophy is the love of wisdom. (9) A seal is a species of fish. Dirt is matter in the wrong place.

WARM LAND IN NOVA SCOTIA.—Some people have an idea that this country is a cold place, but there are about two acres of coal-district in Nova Scotia so warm that frost never goes to any depth, even in the coldest weather, and snow soon melts. Naturalists say there is proof that at one time a great fire raged in the coal. The proof is this: there are beds of coal that come out at the top of the ground, and as trees growing over these beds have been found with three hundred annual rings, it must have been three centuries since the fire was put out, and the ashes are warm yet!

For the SCHOOL JOURNAL.

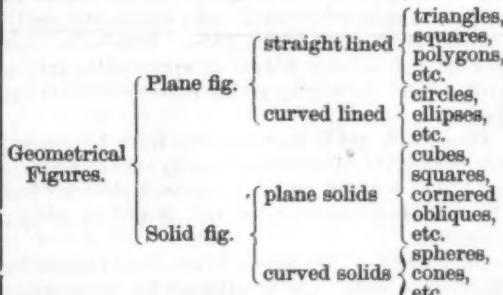
THE PRIMARY CLASS.

TRAINING TO THINK.

A teacher often feels that he can assign lessons and hear lessons, but cannot obtain thought—original thought. It must be confessed that the main object of teaching is to produce thought, and if this point is missed the pupil's time has been sadly wasted. Right in the way stands lesson-assigning and lesson-hearing. The custom has been to hear lessons, and this is seized upon, and all who can hear lessons are supposed to teach.

The same mistake has been made by those who are set to do religious teaching. Inasmuch as such teaching has been done to companies of people by a man who has been set apart for this purpose, it has come to be supposed that all preaching, no matter by whom performed, would be effective. The mistake has been found out only in part, but unless remedied, the Christian religion will lose its power over mankind. The person who would influence others must be able to cause them to think.

There are innumerable plans, methods, and devices that may be used in the school-room to train thought. The most common are questioning; writing and talking on suitable subjects; illustrations or drawings are other means. A device that may be used with advanced pupils is the classifying of objects. I draw a circle, etc.; I exhibit a sphere, etc., and request the pupils to classify them. They take the general term geometrical figure, next they see there are plane and solid figures; the plane are either straight-lined or curve-lined; the former are triangles, etc., the latter, circles, ellipses, etc. Going back to the solid figures they are seen to be either plane or curved solids—the former cubes, oblong, square, cornered, etc., the latter spheres, cones, etc. etc. The scheme may be put on the board as follows:



Of course this should be obtained by long (if needed) and close questioning. The common characteristics should be pointed out. The best way would be to get a box of solids and ask the pupils to classify them in the table.

The next plan will be to give out masses of objects for classification. The following will be suitable: (1) The articles in the school-room. (2) The buildings in a city. (3) The objects on a farm. (4) The operations of the mind. (5) The words in a book. (6) The actions of a child.

Let the pupil labor over his own work; do not say this is right and that is wrong, but put the scheme proposed by one on the board, and let all examine it and discuss it.

For the SCHOOL JOURNAL.

LESSONS IN U. S. HISTORY.

This is prepared in answer to a request from a valued subscriber. The request was as to a method of teaching a class the History of the Constitutional Period.]

1. It will be needful to determine the length of time to be given to the study. I shall suppose that six weeks is all that can be spent on this subject. This will give 30 lessons of 30 minutes each. I shall then determine how much can be learned in that time, and portion out the work into thirty lessons.

2. Besides the regular lesson, I shall select themes for 300 or even 500 topics that will employ about two minutes each. These I will arrange under the administrations, and assign to pupils. They will be incidents that will interest and instruct.

3. The general method I shall take will be to give a brief outline; I will next deepen and develop this,

and so on. The old method was to learn several pages thoroughly; this is not philosophical, nor does it teach history.

4. Encourage the pupils to read extensively. No lessons to be "recited out of the book" need be given. It need not be added, that the teacher should know the outline of the history thoroughly. I will not ask that he know every date and every minute particular. No. But the general flow of events, the tone of the administrations, the character of the men—these he should know.

Begin with the black-board and give the outline of the 23 administrations; give the names of the Presidents, and write the names down and length of service.

George Washington	.	.	8 years.
John Adams	.	.	4 "
Thomas Jefferson	.	.	8 "
James Madison	.	.	8 "
James Monroe	.	.	8 "
John Quincy Adams	.	.	4 "
Andrew Jackson	.	.	8 "
Martin Van Buren	.	.	4 "
{ William Henry Harrison	.	.	4 "
{ John Tyler	.	.	4 "
James Knox Polk	.	.	4 "
{ Zachary Taylor	.	.	4 "
{ Millard Fillmore	.	.	4 "
Franklin Pierce	.	.	4 "
James Buchanan	.	.	4 "
{ Abraham Lincoln	.	.	8 "
{ Andrew Johnson	.	.	8 "
U. S. Grant	.	.	8 "
Rutherford B. Hayes	.	.	4 "
{ James A. Garfield	.	.	4 "
{ Charles A. Arthur	.	.	4 "

Let the pupils copy these on their slates to be transferred to a book. Call attention to the fact, that the two Adamses were the exceptions to the rule, that each President should hold his place 8 years; note that only two other persons have been elected for the second term, etc., etc. Learn the names, order and times; it is the skeleton to which much flesh is to be attached. To do this well the teacher should have two dozen large sheets of manila paper, about three feet square. Fasten these at the top to a stick, after the style of reading-charts. On one sheet put the administrations, as above, and call it the "index;" on another put the main points in the administration of Washington. On No. 2, the main points in the administration of Adams. Put them in as you get hold of them; don't "cut and dry" them, and say then, "Learn that, you automata." Let them *read*, as I have said, and then ask, "What do you think are the main points in Washington's administration?" Having got hold of them put on black board, and discuss and transfer to the "synopsis," sheet No. 1, etc., etc. This lesson (rather exercise in history) will consist of five points:

1. Running over the list of the Presidents. This will take one minute.

2. Of giving main points in each administration. This will take more time each day as more events are learned.

3. Five or ten topics, each not more than two minutes in length.

4. Of new information imparted by the teacher.

5. Of questions by teacher and pupil.

In this way progress will surely be made. The index should be before the class, and they encouraged to copy and add new things. I will give below an analysis of Washington's administration as it will appear on Sheet No. 1.

George Washington, 1789-1797. Public credit established by Hamilton. U. S. Bank and Mint. Whiskey Riot. Indian Ravages. Treaties made. Tennessee admitted. Of course, much more could be added, but here is enough. The pupils could add in their little books other leading points. There is no reason why the books should not have more than the synopsis sheet.

TOPICS.—Under the head of the first administration, about 25 topics should be discussed. These could be put on the right hand side of the synopsis very compactly. Life of Washington, Robert Morris, John Jay, Thomas Jefferson, Alexander Hamilton, Henry Knox. Washington's Inaugura-

tion. The North-western Territory. The Ohio Company. Anthony Wayne. Whisky Rebellion. French Revolution. Jay's Treaty. Genet. The two parties. Treaty with Spain. Treaty with Algiers. Gen. St. Clair. The Constitution. The War Debt. The Continental Currency. Admission of Vermont; do. of Kentucky; do. of Tennessee.

Topics should be assigned to pupils, at first, who will be likely to handle them with credit. They should be required to stand up (usually) and give title, and then state in their own language what they have found out. The teacher should keep a book of topics and assign some each day. Twenty topics can be assigned to a class to be recited, and then changed about, so that each pupil will have a new one each day. Of course, books must be at hand for investigation, and here will probably be the great difficulty. Irving's Life of Washington, Bancroft's and Hildreth's Histories, Lives of the Presidents, Lossing's Field Book, a Cyclopedia of Biography, etc., are among the volumes that will be needed.

REVIEW after ten lessons. The pupils can go over the entire history each day in *brief*. Let each pupil take a pointer and stand at the "Index," and give a short lecture on the history of the U. S., the teacher sitting with the class. He will begin thus:

"The Constitution was adopted by the States, and in 1789 an election was held by which George Washington was made President. He was in office eight years. He was inaugurated in New York City. The principal event of his administration was the establishment of the Bank of the U. S., the expeditions against the Indians, in what is now Ohio and Indiana, and the Whiskey Rebellion. The French had a Revolution at this time," etc., etc. Another pupil may be called up, and so run on down to the present time. The teacher will then begin and question over as to the meaning of the various statements.

QUESTIONS.—A great variety of questions should be asked pertaining to *these leading topics*; do not go off into minutiae too much. For example, among the statements under Madison's administration, will be "Peace at Ghent." Between whom? Who were the commissioners? What was the treaty? Is it in force now? The exact date is *not important*. Again, under Jackson's administration there will be "Surplus divided among the States." The questions will be: How much did our State get? What did it do with it? etc.

When we come to Lincoln's administration, the years 1862-3-4-5 should be separately considered.

The only objection to this plan is—that it will require the teacher to "teach history" and not "hear lessons." The objection is not a good one, for the pupils will be advanced by the one, and not by the other. Let any teacher get some charts made up, as above explained, and he can start an enthusiasm in his history class that will surprise him. He must be able himself to have clearly pictured out in his mind the succession of the administrations and the leading events of each. Then he must take a *concrete* way of placing this before the pupils.

He needs a store of anecdotes, which he can use to impress the incidents on the memories of his pupils. Let him, however, always hold himself in reserve and let his pupils do the talking.

MORAL TRAINING.

(From advance sheets of a new volume by Prof. Norman A. Calkins, Asst. Supt. of Schools, N. Y. City; published by Harper Brothers.)

Eleventh.—*Punishments should be adapted to offences.* If a boy persists in annoying his companions during recesses, do not allow him to take a recess with the other boys; if he abuses any liberty allowed him, deprive him of that liberty until he learns to prize it as he ought. *Never assign a lesson as punishment for anything except neglect to learn the lesson.* Ordinary school work should not be prescribed as a punishment for the common ofences of school. School lessons should have pleasant associations. To punish all offences in

the same way will confound the sense of justice in children. Timid pupils require tender treatment.

Twelfth.—*Do not tempt your pupils to tell a falsehood.* Much tact should be used by the teacher in discovering which pupils are guilty of wrong conduct. Do not question children in such a manner as to tempt them to tell a falsehood through fear of punishment. If you are uncertain who is in fault, do not directly accuse any one personally. Don't say, "John, I believe you did that," unless you know that he did. If you feel it your duty to make a personal accusation against a pupil, let it be done privately with that pupil.

Many young children possess very indefinite ideas of truth and falsehood. Fear often leads such children to say that which they know to be false. Endeavor to overcome this tendency to tell a lie by treating all confessions of wrong with gentleness and kindness, as in the case of the boy who broke the pane of glass, and confessed it to his teacher. Remove all temptations to falsehood. *Lead not your pupils into temptation, but seek to deliver them from their evil tendencies.*

Govern your school without making the government so prominent that it is burdensome to good children. Make your government light by teaching the pupils to govern themselves.

Thirteenth.—*Develop the feeling of self-respect in your pupils.* To do this most effectively, treat them with respect at all times. Let them feel that their good conduct is respected by you, and that they can make themselves worthy of respect from all who know them.

If a boy be suspected, if his feelings, tastes, and acts are treated with contempt or ridicule, he will lose respect for you, for others, and for himself. A boy who is continually told that he is *bad* will come to believe it, and act accordingly.

When praising a child, do it for his good actions and right motives. Praise honest efforts, not mere ability. Praise every child who strives diligently to make good use of his abilities. Take care that you do not develop a love of approbation into a love of mere flattery by giving praise when it is not deserved.

Censure should be just, and free from bitterness. Avoid ridicule. Conceit and vanity may sometimes need to be lowered by good-humored ridicule; but this is a dangerous remedy, and should be seldom employed.

Fourteenth.—*Lead pupils to overcome idleness by pointing to evils.* Check idleness by appropriate privations that result from it. Let children understand that idle habits clothe men and women in rags.

Fifteenth.—*Mischief may be checked by causing pupils to feel its effects upon themselves.* When injury to property is the result of mischief, require complete restoration by the doer of the mischief.

There are many difficulties which the teacher will meet in the management of his pupils. One of the most troublesome to remove is that of *sulkiness*. One mode of overcoming this unfortunate habit is to allow the pupil's sullenness to subside by tiring him of his own unhappiness. By awakening bright and cheerful thoughts in the minds of your pupils, harmony of the feelings may be restored, and sulkiness overcome. Lead the reason of the pupils to gain control of their feelings, and thus influence the will to direct them in the right way. In attempting to do this, you must *make haste slowly*.

Love of knowledge—that natural desire of the child to know something about everything that he sees—is one of the means of good discipline, and the teacher should aim to present instruction so as to gratify this desire.

Ascertaining what motives may be properly used for securing attention, and leading children to right conduct, constitutes an important part of good school discipline.

The example of the teacher has a most powerful influence on the discipline of the school. The tones of voice, the language used, the manner of treating the pupils, the disposition, orderly habits, and neatness—all exert a powerful influence upon pupils. Children try to imitate justice, kindness, truthfulness, dignity, neatness, and refinement, as they see it in the daily acts of their teacher.

The little girl who said, "Mother, I try to love my teacher, but she is so cross, and scolds so much, I cannot love her," is a sad criticism on too many who fail to find pleasure in their work.

"I love to go to school now; my new teacher is so kind to us; I mean to do all I can to please her," is a commendation that all teachers should try to deserve from the children under their care. "Love, Hope and Patience" will enable you to enjoy the sunlight of happy faces.

LESSONS IN LANGUAGE.

PECULIAR USE OF WORDS.

A 1. In this term the letter "a" has been used by the German ship insurers, and is assigned according to the material used. The figure 1 refers to the state of the anchors, cables, and other fittings. From this the term "A 1" has come into common use, denoting anything of good quality.

ABERDEEN. The ancient form of this was Aberdeen, coming from *aber*, the mouth of a river, and *don*, the name of the river on which the city was built.

AC. This is a prefix denoting an oak: as *acton*, meaning dwelling among the oaks.

ACADEMY. From *academus*, the owner of the grove where Plato taught philosophy, near Athens.

ACCOLADE. From the Latin *ad* to, and *collum*, neck. The word was used to denote the ceremony of conferring knighthood, when the sovereign laid his arms round the knight's neck and embracing him. Now the recipient's shoulder is struck with a sword, and he addressed with his title, as "Arise, Sir John."

ACCORDING TO GUNTHER. Gunther was an English mathematician of great eminence, who died in 1626. His name is known in connection with Gunther's scale, and the surveying chain, known as "Gunther's chain."

ACROBAT. From a Greek word signifying to "run on tiptoe!"

AFFIDAVIT is based upon the Latin *fides*, faith. In the middle ages it was used as to pledge one's faith. Hence, *affidavit*, a certificate that some one has pledged his faith.

AFTER US THE DELUGE. A saying of Madame de Pompadour. Generally attributed to Metternich.

AGATE. This petrification was named from the river Achatis in Sicily, where it was first found.

AGONY. Comes from a Greek word meaning to contend for a prize, or to struggle for the mastery in a prize fight.

AIR-BLADDER. The air-bladder of fishes is the provision within their bodies which enables them to rise or fall in the water. It is so fixed that by contracting or dilating the air bladder, the fish can regulate its depth in water.

AL is an Arabian particle corresponding to the English word "the," as *Alcoran*, the Koran.

ALABASTER is so called from Alabastron in Egypt, where it is found in great abundance.

ALARUM. From the Norman-French word, *larum*, a thief. On each estate there was a larum bell, or thief-bell. Instead of the modern "stop thief," the cry was "*alarum!*"

ALAS! This interjection is a compound of the Latin words, *ai*, grief, and *lassus*, weary.

ALBINO. An Albino is a white negro, (*albus*, white.) The characteristics are whiteness of skin, pale, flaxen hair, and pink eyes. It is now known that these characteristics are the result of a peculiar disease.

ALBUM is derived from *albus*, white, and its application to imprinted books as receptacles for manuscripts or drawings.

ALCOVE. An Arabic word, which comes from Spanish *alcoba*, a place in a room railed off to hold a bed.

ALERT. *Erte* in old French was a watch-tower. Hence *a l'erte*, alert, watchful.

ALEXANDRIA. In Latin this is pronounced with the accent on the fourth syllable. But in English on the third syllable.

BARON STROUDSBURG is to construct a railway along the Euphrates river. England wanted this.

OCCUPATION FOR CHILDREN.

The time is coming when children will not be taught to waste their time, if they do not "learn something" when they go to school. If they are properly employed that is enough. Froebel planned out educational occupations. But all teachers do not know how to follow Froebel. This is the plan of a teacher:

"I wish you to make a book, not to write it, but to make it all of pictures. Ask your mother for illustrated papers and books to cut the pictures from. Black and white pictures are as good as colored, but the two look well together. Cut these out neatly and carefully, with smooth edges. Torn and worn-out picture-books usually have something left which will do to cut out, and thus saved from being wholly lost. Then there are the Christmas, New Year and birthday cards, of which nearly all of us have some.

Take for the pages of your book paper, muslin or common glazed cambric; cut this into pieces ten inches long and eight inches wide. There or four pages will make a book large enough to begin with. The cambric may be all white, or any color you prefer; pink, blue, red, or a part of each color. On these pages paste the pictures neatly, on both sides, using your taste as to which pictures look well together and fit in nicely.

For the covers take light pasteboard covered on both sides with cambric and sewed together over and over, or what is better, in buttonhole stitch with colored worsted. Then with the scissors make holes through all, and tie the covers and pages together with a narrow ribbon or twisted worsted. Children like this kind of book very much, as it is full of variety, and every page gives many a new thought. It is also very strong, so that mischievous little hands cannot easily tear it, and so light that feeble and weary little hands can easily hold it. All it costs is patient and loving work. Then there is the pleasure of doing it. There are the happy moments spent in making a really useful thing.

LESSONS IN PHYSICS.

The following lesson is the first on "Matter in motion":—

Do you remember, boys, our lesson upon matter? Ans.—Yes, sir. Well, tell me something that we decided was not matter? Ans.—Sound. Now, something that *is* matter? Ans.—Wood. What term did we use for any very small division of matter? Ans.—Particle. Are there any particles in this room? Ans.—Yes, sir. Where? Ans.—On the ground; on our clothes; in the air. Can you see any particles in the air? Ans.—Yes, sir; in that sunshine. Are they in any other part of the air besides in that sunshine? Ans.—Yes, sir. How do you know that? you can't see them. Ans.—But when the sun shines in the other windows we can see them just the same. Very good. Now look again at the particles in those rays of light; what do you notice about them? Ans.—They are all moving about; all going from one place to another. Yes, and that boy has given such a good definition of motion that I will write it on the board:—"Motion is change of place." Are the particles of dust on my coat, or the particles of chalk on that blackboard, moving about? Ans.—No, sir. Yes, sir. Smith, you said "no;" why did you say so? Ans.—Because they are not changing their place; they are quite still. Bayley, you said "yes;" why did you say so? Ans.—Because *you* are moving about, sir; so the particles must be moving about too. Well, then, are there any particles in this room that are quite at rest—that do not move at all? Ans.—Yes, sir; on the ground; on the table; on the blackboard. Bayley, do *you* think the particles on the ground are at rest or in motion? Ans.—(from Bayley) At rest. (Here several boys are getting excited, and half rising to ask questions.) But it was you, Bayley, who said the particles on my coat were moving because *I* was moving. Ans.—Yes, sir, I did; but the ground is not moving. (Here a boy jumped up, seemed all ablaze, and about to explode.) Please, sir, the ground *is* moving; all the world is moving. Well,

Bayley, what do you say to that? Ans.—I know that the world is moving round the sun, but I was not thinking about *that* motion; I was thinking of the other. The other? What other? Are there, then, two kinds of motion? No answer! Now, boys, look at that sunshine again. You see the particles of matter, do you not? Ans.—Yes, sir. And you told me they were in motion; how do you know that? Ans.—Because we can see them in motion. Have those particles any motion that you or I cannot see? Ans.—Yes, sir. What motion is that? Ans.—Along with the air round the sun. Why can't we see that motion? Ans.—Because we are all going too. Just so. Suppose you wanted to tell a person of those two kinds of motion, how would you describe them? Ans.—I should say that one motion we can see, and the other we can't. (Another boy)—One motion is all about among themselves, and the other motion is altogether the same way. Very good; that boy is thinking. Now I will write on the board, words to describe those two kinds of motion. The first we will call "Relative motion," and the second "Absolute motion." When I was in the train on Saturday, I placed three books on the seat by my side, and they remained there until I took them up. Were they at rest? Ans.—No, sir; not really, because they were moving with the train. Which of the two kinds of motion had they? Ans.—Absolute motion. (A boy)—Please, sir, they had relative motion as well. Indeed? Why do you think so? Ans.—They were moving with respect to the trees in the field. Yes, so they were. I am much pleased, Johnson, to find you are thinking. Now, is there any sense in which we could say the books were at rest? Ans.—Yes, sir; they were at rest among themselves. Well, now could you use one of those words on the board for that kind of rest? Ans.—Yes, sir. Which one? Ans.—Relative. Just so. We could say that they were at rest relatively but in motion absolutely. Can you tell me of anything that you consider at rest absolutely? Now think. Ans.—The air in this room. (Another boy)—The air is in motion sir; our breathing puts it in motion. (Another boy)—Of course the air is in motion, for that makes the particles in the air move about. Another boy)—Besides that, the air is moving with the earth round the sun. (Another boy)—There is not anything that is absolutely at rest. (Another boy)—Yes, there is, sir; the fixed stars are. (Another boy)—Please, sir, it says in our reading book that all the fixed stars are really moving round some other star. (A boy)—Well, then, that other star that they all go round is at rest. Now, boys, the fact is, there is not a single object or atom of matter in the whole universe that, as far as we know, is absolutely at rest. This fact I will write down on the board. "Motion is the law of the universe." Take out your exercise books and write:—"Motion is change of place, rest is its opposition." "Relative motion happens when one thing changes its place with respect to some other thing." "Absolute motion happens when all are in similar motion together." "Relative rest happens when one object is at rest with respect to another." There is no absolute rest. "Motion is the law of the universe."—*Practical Teacher*. (Of London.)

LESSONS IN ENGLISH LITERATURE.

AMERICAN.

The teacher can give out the names to the pupils and let them be looked up. After this preparation, the dates of birth and death, general character, names of works can be given. An extract may be learned; if not learned it should be copied into a book set apart for this purpose. *Do not learn too many extracts.* By following this plan steadily the pupil will obtain quite an acquaintance with literature.

DRAKE (1796-1820).—Joseph Rodman Drake was a young poet of brilliant promise, who died in 1820, at the early age of twenty-five. He was the author of two celebrated poems, "The American Flag" and "The Culprit Fay." The latter, which was written on a wager, in three days, is a fairy tale, the scene of which is laid on the banks of the Hudson.

When Freedom, from her mountain height,
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there!
She mingled with its gorgeous dyes
The milky baldric of the skies,
And striped its pure celestial white
With streakings of the morning light;
Then from his mansion in the sun,
She called her eagle-bearer down,
And gave into his mighty hand
The symbol of her chosen land.

—DRAKE: *The American Flag*.

HALLECK (1794-1867).—Fitz-Greene Halleck, though he lived to a recent date, won all his literary celebrity before 1830, and therefore belongs in this age. He was an intimate friend of Drake's, and wrote some beautiful lines on his death. He was for many years confidential adviser to John Jacob Astor, and died in New York in 1867. Halleck's poems are few, but of great excellence—clear, manly, and spirited. His principal poem, "Marco Bozzaris," is one of the very finest heroic odes in the English language.

Green be the turf above thee,
Friend of my better days!
None knew thee but to love thee,
None named thee but to praise.

—HALLECK: *Lines on the death of Drake*.

Francis Hopkinson (1737-1791), author of a once celebrated humorous poem, "The Battle of the Kegs."

Joseph Hopkinson (1770-1842), son of the preceding, and author of "Hail Columbia."

Robert Treat Paine (1773-1811), author of the poem "Adams and Liberty."

Francis Scott Key (1779-1843), author of "The Star-Spangled Banner."

Clement C. Moore (1799-1863), author of "A Visit from St. Nicholas" ("'Twas the night before Christmas," etc.); also of a Hebrew and Greek lexicon, etc.

Samuel Woodworth (1785-1842), author of "The Old Oaken Bucket."

FRANKLIN (1706-1790).—Benjamin Franklin, one of the finest examples of a self-made man that history affords, was born in Boston in 1706. Beginning life as a tallow-chandler's boy, he rose step by step until he became one of the greatest philosophers and statesmen of his age; and having filled many high offices of profit and trust, and contributed powerfully to the establishment of our government and the improvement of mankind, he died in Philadelphia, full of honors as of years, in 1790. His works fill several large volumes. They consist of his "Autobiography," his moral, political and philosophical "Essays," and his "Correspondence." Some of his short pieces, such as "The Whistle," "The Grindstone" and the "Dialogue with the Gout," have found their way into a large number of school-readers, and his wise sayings known as "Poor Richard's Maxims" are as familiar as the Proverbs of Solomon.

If you would learn the value of money, go and try to borrow some, for he that goes a-borrowing goes a-sorowing.

There are two ways of being happy—we may either diminish our wants, or increase our means; either will do—the result is the same.—FRANKLIN.

JEFFERSON (1743-1826).—Thomas Jefferson of Virginia, third President of the United States, was a fine scholar, a wise statesman and a good and great man. He was born in 1743, and died on July 4th, 1826, the fiftieth anniversary of American independence. Jefferson is the author of "Notes on Virginia" and other valuable works; but his greatest work is the "Declaration of Independence." Of all our great men, he is the truest representative of republican ideas, and he probably did more than any other to shape the destinies of our country.

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness.—JEFFERSON.

HAMILTON (1757-1804).—Alexander Hamilton, who was killed in a duel by Aaron Burr in 1804, was distinguished as a soldier, a statesman and a writer. He was secretary of the treasury under Washington, and to him is due the honor of bringing order out of chaos, and establishing the finances of the

country upon a firm basis. His fame as a writer rests chiefly upon his contributions to "The Federalist," in which are expounded the principles of the Constitution.

The native brilliancy of the diamond needs not the polish of art; the conspicuous features of pre-eminent merit need not the coloring pencil of imagination, nor the florid decorations of rhetoric.—*Eulogium on General Greene.*

DWIGHT (1752-1817.)—Dr. Timothy Dwight, one of the most distinguished presidents of Yale College, was also distinguished as an author. In prose his principal work is "Theology Explained and Defended." In poetry his best works are "Columbia," "Greenfield Hill" and some versions of the Psalms, among which the most popular is that beginning:

I love thy kingdom, Lord,

The house of thy abode,

The church our bles'd Redeemer saved

With his own precious blood.

AUDUBON (prose writer, 1780-1851.)—John James Audubon is celebrated in literature for his great work entitled "The Birds of America," in four volumes, folio, magnificently illustrated by 435 colored plates, the whole costing originally one thousand dollars a copy. He and his sons subsequently published a work entitled "Quadrupeds of America." His ornithology is celebrated no less for the truth and beauty of its descriptions than for the excellence of its illustrations.

Where is the person who, on observing this glittering fragment of the rainbow,* would not pause, admire and instantly turn his mind with reverence towards the Almighty Creator, the wonders of whose hand we at every step discover, and of whose sublime conceptions we everywhere observe the manifestations in his admirable system of creation?

John Adams (1735-1826,) second President of the United States, author of many political papers. His "Letters to his Wife" are the most popular of his writings.

James Madison (1751-1836,) fourth President of the United States, celebrated for his papers in the *Federalist*.

John Witherspoon, D.D., LL.D., (1722-1794) president of Princeton College, signer of the Declaration, and a prolific and able writer on various subjects.

Dr. David Ramsay (1749-1815,) born in Lancaster county, Pa., but most of his life a resident of South Carolina. He wrote "History of South Carolina," "History of the United States," "Universal History," "Life of Washington," etc.

Washington Allston (1779-1843,) artist, poet and prosist; author of "The Sylphs of the Seasons," romance of "Monaldi," "Lectures on Art," etc.

William Wirt (1772-1834,) a great lawyer and author of "The British Spy" and "Life of Patrick Henry."

Alexander Wilson (1766-1813,) a great ornithologist, but little inferior to Audubon.

Judge Kent (1763-1847,) author of "Commentaries on American Law."

Judge Story (1779-1845,) author of a "Commentary on the Constitution of the United States," and various other legal treatises.

BRYANT, poet (1794-1880.)—William Cullen Bryant, in some respects the best of American poets, was born at Cummington, Mass., in 1794. After receiving a thorough education and devoting himself for some years to the study and practice of law, he connected himself, in 1826, with the New York *Evening Post*, of which he became chief editor and proprietor.

Among his finest poems are the following: "Thanatos," "Death of the Flowers," "Forest Hymn," "Green River," the "Evening Wind," "Song of the Stars," "Song of the Sower," the "Planting of the Apple-tree," "Waiting at the Gate" and "The Flood of Years." The first of these was written at the age of eighteen, the last at the age of eighty-two. These two points mark the extremes of a literary career remarkable no less for its brilliancy than its extent.

Besides his original poems, he has published an excellent "Translation of Homer," and several books of travel.

Bryant may appropriately be called the American Wordsworth.

Truth, crushed to earth, shall rise again;
The eternal years of God are hers;
But Error, wounded, writhes in pain,
And dies amid his worshippers. —*Battlefield.*

* The humming-bird.

EDUCATIONAL NOTES

NEW YORK CITY.

P. S. 26.—On the 23d inst., we saw the assembly room filled with little ones who were singing away with a will that showed the interest they took in what they were doing—not a cross face was to be seen—all were happy. It is to be regretted that all of the pupils can not assemble at once; the room will only accommodate about 200, and the yearly average is 380. This is one of the districts that needs a new building. There are many other discomforts. The Principal, Miss J. G. Hill puts forth every effort to make children as comfortable as possible, but the rooms are small and crowded, and the health of some will suffer. It is a question whether the pupils are safe in case of fire. Any one visiting the school will be impressed that a new building is needed here.

TRIX.

JOSEPH W. DREXEL, who has been appointed Commissioner of Education in place of Henry E. Pellew, is the head of the banking house of Drexel, Morgan & Co. He is about fifty years of age, and is distinguished for his benevolence. His experiment on his New Jersey farm of providing cheap and comfortable homes for working people is well known to New Yorkers.

THE technical schools of the Metropolitan Museum of Art include a class of ladies who meet twice a week at one to four in the afternoon, 214 and 216 East Thirty-fourth street, for instruction in the art of decoration on silk, satin, leather or glass. The course continues six months, for which the charge is fifteen dollars. The class is conducted by John Buckingham.

COLUMBIA INSTITUTE.—On the 17th interesting exercises took place at Lyric Hall, consisting of recitations, dialogues, declamations and music. There was a large, attentive and enthusiastic audience. Mr. Fowler, the principal, is a very earnest and able teacher; he has largely increased the school since it came under his direction. He has arranged for a course of lectures by Profs. Gardner and Braman, as well as himself, on subjects useful and interesting to the students. Among the topics for 1882, are—Circulation, Respiration, Electricity, Galvanism, Magnetism, The Nervous System.

ELSEWHERE.

THE amount already subscribed to the Garfield memorial professorship is \$17,710, and a total of at least \$50,000 is hoped for.

N. J.—The trustees of Rutgers College have not yet selected a successor to President Campbell, who resigned last June, and he is still at the head of the institution.

CAL.—Mr. Charles Crocker has given \$20,000 to the California Academy of Sciences, the income of which endowment fund is to be applied to original research in the Far West.

CHICAGO.—Fifty-eight thousand and ninety-seven pupils are enrolled in the public schools of Chicago, the average daily attendance being 48,580. The city employs 972 teachers.

V. A.—Mr. J. P. Howard, of Burlington, has given the University of Vermont the sum of \$20,000 to remodel and repair the college buildings. This makes a total of nearly \$100,000 presented to the institution by Mr. Howard within the year.

PA.—The Legislature last year passed this law: That the School Directors are required to allow the teachers who are actually engaged in teaching school the time and wages whilst attending and participating in the exercises of the annual County Institutes for the improvement of teachers. [Good! good! good!—ED.]

BOSTON.—Ginn & Heath, publishers, are about to open a free reading-room for teachers at 13 Tremont Place, Boston. They expect to place on file and shelves, in the most convenient form for reference, the latest and best literature on pedagogics. The SCHOOL JOURNAL is there.

ALBANY.—Plans for the addition of a normal department and model school to the High School are to be made. The School Board adopted a report providing for the use of a juvenile paper or magazine in the primary reading classes, and the memorizing of short quotations for all classes.

M. EDOUARD LOCKROY, in a recent lecture, said that what was aimed at in English schools was to prepare boys for the struggle of life and to teach them self-reliance. By means of the museums, wherein an artisan could study and compare models from all parts of the world, England, he declared, threatened to eclipse French workmanship.

PHILA.—The sum allotted for the support of the schools in 1882 is \$1,534,685.04. This is \$70,000 less than

the estimate given to the controller. An endeavor to reduce the amount appropriated to the salaries of the teachers was met by the statement that in the Philadelphia schools faithful teachers employed for a dozen years are paid less than ten dollars a week. Beginners receive only six dollars a week.

SAN FRANCISCO.—The revenues of the School Department are not equal to its expenditures. A paper suggests that all salaries be reduced to the level of those in the primary department. The good work and the hard work is done in the primary grades; the work of molding unformed minds is the most important that is done in the Department, and really requires the highest order of teaching ability.

WINNIPEG, MANITOBA.—Joseph Chadwick Hendle, an Englishman, and a graduate of the Royal College of Surgeons, was employed as a school teacher in Woodlands, sixty miles from this place. At the close of the day's session a few days ago, he said to the pupils: "All those who wish a new school teacher hold up their hands." Not a hand was raised. Waiting a moment, he again addressed them, telling them to go home and study their lessons thoroughly, as that was the last time he would teach them. Then drawing forth a small vial he drank its contents, turned and walked toward the door, staggering like a drunken man before the affrighted children. At length some of them ran and summoned the neighbors who hurried to the scene, but only reached him in time to see him in his last agony. Domestic trouble was the cause.

WIS.—Miss Agnes Hosford, the Supt. of Eau Claire County, says: "For various reasons the number now seeking certificates is so much less than a few years ago that it is difficult to find enough qualified teachers to supply the schools. Young men find plenty of work at better salaries than they can get by teaching. Young women who, a few years ago, saw no way to earn a living but in the school-room, now find other employment open to them." The unwise course adopted by most school boards in the close times of 1875, 1876, and 1877, by reducing salaries drove thousands of the most competent teachers, principals, and school superintendents to other avocations for a livelihood. The deterioration of the public schools through the substitution of cheaper teachers for tried and successful ones in the years above designated, resulted also in a large relative decrease of school attendance.

The lesson taught is this: "It is the worst of false economy to hire cheap teachers, and to drive successful teachers out of the profession by reducing salaries, when their success and increased capacity for usefulness should induce their employers to advance their compensation.

HUNTINGTON, PA.—Walter A. Chase, the principal of the High School, was taken into custody on Christmas day on a complaint preferred by Mary J. Chase, who resides with her uncle at No. 137 East Thirteenth street, in N. Y. City. She says she was married to Walter A. Chase on the 22d of February, 1876; that he has since married other women; that on October 1, 1881, he was wedded to Alice E. McElroy by Rev. Robert Collyer. When detected he was acting then as principal of the high school, and enjoyed the confidence of the community and was supposed to be a highly moral character. He had found such favor with the people of Huntington that they resolutely maintained that the complaint on which he was arrested was a trumped up one. He appears to have won general respect among his neighbors, and as principal of the high school, he was admitted to the society of the best families of the place. The detectives have worked up his history, and thus gives his career. He selected for himself the title of "Colonel" or "Professor," and imposed on many communities. His latest exploit may, however, land him in Sing Sing. He is a man about thirty-six years old, of medium height, has black eyes, hair and mustache, of a fine cast of countenance, and, in fact, a handsome man, with a decidedly military bearing, which it is needless to say was not acquired in the service. A serious charge was made against Chase in Medway, Pa.; that he used his position as teacher to tamper with the morals of his female scholars. On the 30th of September last, Miss Alice E. McElroy left her home for the purpose, as she said, of visiting a friend at Medway. She came to New York, however, where she met Chase, and was married to him. When Chase's first wife learned of the third marriage of her husband she obtained a warrant, and his arrest of course followed.

AT Nakkoo, in the island of Lapland, an eagle was shot that had a brass chain about its neck to which was fastened a little tin box enclosing a slip of paper on which was written in Danish, "Caught and set free again in 1792, by N. and C. Anderson Booted, in Falster, Denmark."

LETTERS.

The Editor will reply to letters and questions that will be of general interest. But the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

PUBLIC EXERCISES OF MR. OWEN'S SCHOOL.

I was present as a patron of the 87th street Boy's Grammar School, (No. 37,) at the public exercises held a few days ago at Parepa Hall. The hall was well filled with the boys and their friends, and on the platform were many faces familiar to teachers, as of those who take a warm interest in popular education. The boys acquitted themselves admirably in the part of the work assigned to them. The speaking was good—for boys—and the music was excellent, as such music generally is. Particular praise should be given to Prof. H. A. Daly, whose two pieces, "Cavalry Song" and "The Desert," prepared specially for this occasion—were worthy of any occasion and mark him as a musician in feeling and culture. And the boys were so well trained that they gave a fine expression of the sentiment, and made this part of the exercises a prominent feature.

Mr. Crary presided, and the speakers were Rev. Dr. Vail of the 87th street Methodist Church, Hosea B. Perkins, School Inspector, S. S. Packard of the Business College, Mr. Fuller and Judge Wandell.

Mr. Vail evidently understands boys, and has the faculty of preaching a sermon without seeming to. His remarks on "How to use our eyes," were applicable to older people as well as to boys. Mr. Perkins spoke to "the children of a larger growth," and this being—according to some authorities—the anniversary of the landing of the pilgrims, it gave him an opportunity to raise the "star spangled banner" and disport himself beneath its folds. His speech was very ornate as well as patriotic, and would serve as a good model for students of elocution. Mr. Packard gave as his only claim to be present, the fact that he loved boys and liked to look into their "great, deep eyes" and see what was going on inside. "In fact," he said "there is nothing I so much like to look into a boy's eye—unless it is a girl's,—and a boy who can look any one squarely in the face, knowing that however he may fail of attaining an ideal, he has not failed in honestly striving, has great possibilities before him." Mr. Fuller gave the boys some very good advice and some not so good. He besought them to keep their eyes open, never shut, but to keep the judgment clear and the conscience clean so as to retain what is good and cast out what is bad. He pressed the importance of employing all the faculties, and making mind and body unite in the great work of life. This was good; but he advised them *never write love-letters*, and this, I think was bad, very bad. It was, of course very proper to advise boys, and men, never to write anything they would be ashamed to have everybody read; but why that admonition should seem to him to apply to love-letters it was difficult to understand. At least it was difficult for me to understand it. I want my boy to learn to write love-letters; and to never doubt the propriety of it, or feel ashamed of it. And I don't know of a better test for nicety of expression, for tact, for feeling, for sound common sense than in the composition of what I call a love-letter. Mr. Fuller may not have the same thing in his mind when he speaks of a love-letter that I do when I think of one; and evidently he does not when he speaks of it as something to be ashamed of. What noble, what higher sentiment can there be than love? And what diviner impulse can a boy or a girl have to the best use of language than to make it the vehicle of chaste affection? No, no, Mr. Fuller was wrong—and he will see it when he reflects. His experience in writing love-letters when a boy must have been unfortunate, and he may have given something of a key to it when he said that he never had any trouble to look boys squarely in the eyes, but it was altogether different with girls. Mr. Fuller should have learned when a boy to look girls in the face without a blush or a quiver, and he should have been encouraged to write love-letters to any one of them whom he really loved—or thought he did, and he should invariably have taken the letters, before sending them, to his mother for her advice and correction. Such a course of training would have been a good thing for him as it would be for any boy, and it would have kept him from giving this very bad advice without qualification.

But, on the whole, there was not much fault to find with any of the speeches, and surely not with the spirit and humor of Mr. Fuller's, which kept the attention of the boys, and was anything but dull. Judge

Wandell told the boys not to believe everything they heard even if it came from men who practice speaking the truth; that it was as much their business to "sift things" as it was the business of mature minds; and he commanded them in strong terms for their power of self control in sitting so long, and behaving so well.

And finally, Mr. Owens, the principal, after suitably thanking the speakers, the audience and the boys, showed how little use there was of policemen, by sending the 600 boys down the two flights of stairs and into the street without the slightest disorder.

We are all proud of Male Grammar School 37, and only wish we had a house large enough to accommodate the pupils.

G.

I glean much valuable information from the TEACHERS' INSTITUTE, but most of the advice, though very good, is too general to be grasped and utilized by the great majority of teachers. I am teaching the intermediate department in a graded school. I would like to obtain some plain, practical suggestions on the following subjects:

1. How to prevent whispering and a careless, noisy way of working.

2. How to conduct a recitation in spelling. I have been in the habit of pronouncing to the class words occurring in all the lessons, which have been previously written on the blackboard, copied and studied. They write the words on their slate; then, one of the class rises and spells all the words in the lesson, the other pupils raising their heads whenever a word is spelled differently from the way they have spelled it. I like the plan very well, but they seem to be growing tired of it, and I think a change would be beneficial.

3. I would like some plan for giving object lessons to pupils who had never had any exercise of the kind.

4. What is the best method of teaching the elementary sounds of letters?

5. I would like your candid opinion of my hand-writing. I have been told that I write well, but am not satisfied with it.

ADELLA.

(The questions you ask pertain to clear work of the actual school-room, and shall be answered. But, first, it is not easy to tell a person how to do a thing. One can be *trained* in a school much easier. I take it for granted that you will train yourself. If you do not own "School Management," you will find that the perusal of that will pay you over and over again. It costs 75 cents post-paid, is sent for four COMPANION subscribers.

(1) I would classify whispering with any other noise or confusion. Try and suppress all unnecessary noise, but don't worry yourself too much over that. Begin and analyze the case; try and see what causes the noise. It may be desks that should be screwed down, etc., etc. Suppose it to be heavy walking, careless shutting of doors. Take one thing at a time. Henry walks heavy. Don't scold him. Stop all study and explain the case. "We make too much noise, let us see if we can improve. I want any scholar who can walk quietly from his seat to the door and back to raise his hand. James, you may try it. (The trial takes place.) It was well done. Who next? Mary, you may try. (Trial takes place.) That was well done. (Try several; in due time try Henry.) Henry goes quietly, too. Sometimes he walks heavily. Please, Henry, always think when you walk."

Now, the effect of this is, to concentrate thought on the subject—it is like one analyzing a question; you take it to pieces; you examine the parts. Again, you must talk *right* to a boy, as well as to a lover. (That slipped out unawares, but looks well, so let it stand.) Suppose you had said: "James, you may try it. (The trial takes place.) Now, Henry, you see what a boy can do when he tries. You can walk just as still as James, if you have a mind to," etc., etc. So much depends on tact—you must put yourself in the pupil's place constantly. He does not like to be learned.

It will help the whispering to say "No whispering during the grammar or geography exercise." Then at the close give a couple of minutes for any needed communication. Train the pupils to do little talking, to control themselves.

(2) There are forty different ways of conducting a spelling lesson. Have the words written, and then call on a pupil to spell; when three, or so, words have been spelled, call on another (unexpectedly), and so on; note mistakes at close of lesson.

(3) Lessons on objects will be found in several excellent books. Get one. Take a subject say "salt," and tell all you can about it in an interesting way; on another day question about "salt."

(4) Write A on the blackboard and tell them it has one

sound in mate—it is A. Give it and ask all to say it over four times.

(5) Your handwriting is fair—more than usually fair. If space allowed would point out defects; E is crossed *half way* from the bottom, etc., etc.—ED.]

Is it really possible to so present instruction in an ordinary district or village school that each lesson shall prove a new and increasing delight? Can we make our work so attractive that the dullards shall be awakened, and the pupils become uniformly proficient? Is there anything Utopian in the reports from Quincy? Can we awaken such an enthusiasm in our schools that the truant will forget his play, that idlers will forget to whisper, and the larger sort their beaux and novels. If there is any way of reaching our youth now so idle, and so accustomed to gratifying his appetites and desires we need it. And we teachers are hindered by our own defective training, so that we must reform both ourselves and our schools. How many of our pupils study from a sense of duty rather than the pleasure felt? How many study because they must? How many more do nothing worth the name study. Still we are book-ridden.

Parents nor teachers nor children appreciate the wealth which nature has in store for eyes trained to observe and hands skilled in favoring. Who shall lead us in the right way? How may we touch the secret springs of children and youthful energy, awake the soul of the harmonies around it, or train the intellect to grasp the truth wherever presented. We have visited many schools and have found all much alike in certain respects. Are these complaints visionary, the effect of a disordered mind, or are they true? Is there a remedy? How can we overcome the blunders made upon us and save our schools? The problem of the wants of our schools and the forces at our command can we study it out alone? Or is success attained by a strong personal affection or magnetism by which a teacher impresses himself upon his school? These are some of my thoughts in reading your paper; they trouble me. What would I gain by a visit to Quincy?

R. T.

(Such questions are in the minds of very, very many teachers. They are proper questions. The one who never has such questions arise in his mind may doubt his calling. We believe the "Quincy method" is but the application of the *principles* of education to the school-room. Much would be gained by a visit to Quincy schools, or to any other schools managed on educational principles; go if you can. The three things in the way of progress are: (1) A misconception of what it is to educate a child; as you say we are "book-ridden." Our schools are "book-mills," our teachers reciting posts," (2) Teachers are not prepared to educate in accordance with principles. A City Supt. lately said: "Your views are correct, but how can we carry them out with such teachers?" (3) The parents know nothing of any method but the book-method. The Kindergarten has made slow progress on this very account. That the pupil did not learn to read in the Kindergarten has seemed to them a great waste of time, etc., etc. It is your duty not to stand still, but to go forward. You must have some light or you would not have written as above. Go towards that light.

Here is a little of my experience. In my school the pupils felt such an interest that I was obliged to make this rule: "No pupil shall come before 8:30 A. M." And after school was dismissed it required an effort to get the pupils away; they had almost to be driven away. Why was this? They were taught in a manner that appealed to their understanding; they felt that the teacher was doing them a real benefit; and they were made co-operators in the work.

Depend upon it, there is a reality in true education. The present plan that stuffs the memory and calls it education, must be essentially modified.—ED.

The December number of the TEACHERS' INSTITUTE came to hand a few days ago. I am taking five teacher's journals, one weekly, two semi-monthlies, and two monthlies, and I have read stray copies of several others, and I have no hesitation in saying that yours is the best monthly with which I am acquainted. I trust "E. R." will continue his contributions. I was much pleased with "Teaching." It is my way of doing; it is a plan of teaching, however, that calls for much patient ingenuity at times.

I translate the Latin thus: "Nothing that concerns the welfare of mankind is a matter of indifference to me." I submit some forms I use in arithmetic:

1. Reduce 4 qts. to qts. Since in 1 qt. there are 2 pts, in 4 qts. there are 4 times 2 pts, which are 8 pts. Therefore, since in 1 qt. there are 2 pts, in 4 qts. there are 8 pts.

2. How many inches in 3 ft. 7 in.? Since in 1 ft. there are 12 in., in 3 ft. and 7 in. there are 3 times 12 ins. and 7 ins., which are 43 ins. Therefore, since in 1 ft. there are 12 in. in 3 ft. 7 ins. there are 43 ins.

A. E. J. of Kan.

(An error crept into the Latin; it should have read "Nihil humani mea alienum puto." As printed the two words "mea" and "alienum" are run together.

As to the solutions. Are these the best? I should prefer for the solution of No. 1. this form: In 1 qt. there are 2 pts; in 4 qts. there are 4 times as many, or 8 pts. I would omit, "Therefore since in 1 qt. there are 2 pts. in 4 qts. there are 8 pts," as unnecessary time-consuming, tending to befog and not exercise the intellect. For a solution for No. 2. I would propose this: In 1 ft. there 12 inches; in 3 ft. there are 36 inches, plus 7 inches are 43 inches.—ED.)

In JOURNAL of Dec. 3rd, you publish an article as solemn fact: "Whales cut in two by a steamer." Now, Mr. Editor, I have been reading the JOURNAL for about two years and have derived much solid benefit from it, and while I think you at times a little too *advanced* and somewhat *visionary*, I have taken you to be a man of pretty good *common* sense too, but I must confess I was constrained to smile a smile on reading this toughest of yarns, told probably by some old tar, to the astonishment of open-mouthed "dry land terapins." Success to the JOURNAL. I think the addition of a "Diary of Events" a good idea.

Can you answer me this question? Is Mental or Intellectual Arithmetic generally taught in the public schools of New York? Is the subject coming more into favor or going out? J. W. J. of Mo.

(1) The daily papers contained this "toughest of yarns." (2) The "too advanced," the "somewhat visionary ideas" are permeating the country; you will live to see a revolution set in? (3) Mental Arithmetic, so called, is generally taught here. Is not all arithmetic mental? We believe in mental arithmetic.—ED.)

I changed from the INSTITUTE to the JOURNAL, because the latter comes oftener. I like it better. If intelligent readers want to be well paid for a little outlay they should read "School Management." By applying the principles laid down in that book my school took a wonderful leap forward in order. The ideas were not all new—but they were in a tangible, practical shape. That is what I think about your publications. N. O. W.

(This letter shows that one person sees what we are driving at. If we can help a person to get hold of teaching and love the work we are satisfied.—EDITOR.)

We have some teachers here, (Ohio,) who, poor fellows, do not want to receive any new ideas; they say it gets them out of their regular routine. They are mad enough if they hear their short comings exposed. One said to me, "I'd like to see a man teach a better school than I do and I have not studied an educational book either." The new ideas go slow—the people are the ones that are believed. When they refuse to hear these "dead" people we shall make progress. M. A.

(How can we reach the people, that is the question. Think of this teachers.)

Am still delighted with my paper. (JOURNAL.) It would render it more useful to have examination questions every month. Our teachers remain after school and examine each number; our meetings are enjoyable and profitable. D.

(This is interesting from two points of view. (1) It tells us what subscribers want and thus helps up. (2) It shows that the teachers there are bent on improvement. That looks well for the pupils, said one of their ablest School Commissioners of this City. "As to a pension that is well enough, but when I see the teachers getting together and trying to improve themselves I shall feel more interested.")

What is wrong in this sentence, "Profane swearing should be excluded from the school-room grounds"?

(The grammatical construction is correct. The fault lies with the rhetorical structure. The word *exclude* is used with reference to material things, as to exclude a crowd from a room or house; see Webster. The proper word is *prohibit*, which means to interdict by authority. *Forbid* is not so good as *prohibit*, because the latter indicates the authority of a government.—ED.)

Will you please inform me where I may obtain Cowdry's Moral Lessons.

(This is an excellent book. Write to A. S. Clark, 37 Park Row, New York. He deals in second-hand books and will have it on hand.)

Please discuss the method of teaching United States History, beginning with the Presidential period.

(This will be found answered in another place, and it is hoped in an intelligent and helpful manner.)

EDUCATIONAL MISCELLANY.

PRACTICAL EDUCATION.

Children delight in coming in contact with things which they can use. They care for what a thing does. This shows itself very early in life. The baby learning to talk, names the domestic animals according to the sounds they make. He calls the dog "bow-wow," and the cat "meow." This is true whether the name of the animal is more or less difficult to say than the sound made. While they have been making such rapid strides of learning and mental development at home, they were doing so by handling the things around them and by using their knowledge as quickly as they gained it. What a change comes when they go to school! Many even of the thoughtful class of teachers deliberately reverse this plan. They reason somewhat in this manner: "These children can not do much actual work yet and so we may as well save time by making them do the *drudgery* of school work now." They are therefore set to learn all the letters, before they begin to read, all the tables before they put them to any practical use, etc. It is probable that the letters and the multiplication table have done more to stupify boys and girls than any other cause. Girls and boys can work, and by working they not only learn how to work better, but become familiar with the elements of work they may be using. Even if the worst of all methods of teaching the names of words, the *alphabetic*, be used, no letters should be taught at first but those used on the first page or tablet of *reading* in the primer. The child should use the multiplication table, for instance, as he *learns* it, and he will thus pleasantly learn it as he uses it. Using and learning go hand in hand. Practical application is the highest and most effective style of review. A pupil will learn the "Two" line as far as "twice 4" in four minutes, but it will probably forget it in an hour, unless it is allowed to apply the knowledge it has gained. Why not teach it the process of multiplying at once in five minutes more and then set it at work? "Oh, the child should never multiply until it knows its multiplication table!" says some driller. Does the study of the multiplication table qualify a child for the comprehension of the multiplying process? Certainly not. Then again, the child who has been taught as far as "twice four" does know the multiplication table, so far as he is required to put it in practice. His teacher can assign several examples with no other multiplier but 2, and no figures in the multiplicand but 1, 2, 3, and 4. It will do him great good to work the very same examples over a second or third time. Next day advancement should be made in the table and much practice given on both lessons, and so on to the end. This method will not prove a source of horror to pupils, but will delight them because they use the information as they get it.

If an apprentice on entering a machine shop, were compelled by the foreman to spend months in learning the names of the various machines, and their different parts, their relations to each other, their uses, etc., would such a course fit him to take charge of even one of the machines? The probability is, that long before the expiration of the time specified his work of learning, at first fascinating to him, would become loathsome, and from loss of interest, he would be to a large degree incapacitated for the highest degree of success in his work. He should, and in charge of a practical man in any department of work, he does begin with the simplest of all the tools or machines, and he learns how to use it by using it. Others are entrusted to his charge when he is ready for them. Teachers should also be reasonable in familiarizing their pupils with the tools they have to use. The letters, the tables, rules in grammar and other subjects, are merely the tools with which the child should be taught to educate himself, and they should be given to him only as he is able to use them.—ATTENTION BY J. L. HUGHES.

SIR JOHN LURBOCK says, that bees are, in some degree, sensitive to color, and that their favorite color is blue.

SCHOOL AMUSEMENTS.

Every teacher will feel a desire to make his school-room a happy place, for order, silence and system become after a time monotonous. The writer in the *Century* describes a visit to President Garfield, who was an experienced teacher:

"Dropping in at his house, one morning in the campaign summer of 1880, just as breakfast was over, I found the family lingering at the table while the General read from a little dictionary of words frequently mispronounced. He would spell the word and then ask each in turn what the correct pronunciation should be. The elders was about as apt to mistakes as the children, and a great deal of lively chat and merriment, and not a little instruction, resulted from the exercise. This he kept up every morning after breakfast until the book was exhausted. At another time he read the definitions of words, and the others endeavored to hit upon the exact words defined—not so easy a task as one would imagine at first thought. This was an exercise in which the children greatly delighted. When they came near the right word, the father would say, "Now you are getting warm;" and when they were wide of the mark, he would say, "Cold," or "Very cold." He had the natural gift of teaching—the faculty of making a diversion of study, and developing the thinking powers of the student. His family was always a school, and yet there was nothing in the least formal or pedantic in his way of converting the breakfast-table or the evening fireside circle into a class-room. It interested the children more than play. Whether the exercise was an object-lesson, or a study in mathematics or language, or a talk on the science of familiar things, the father so illustrated it with his own fresh thoughts that it became an entertainment."

The school-room is not what it was once, a prison. The pupil needs amusement and refreshment from time to time. "All work and no play makes Jack a dull boy," but can the teacher furnish play? If he can, he will do Jack a great service. Some teachers have made the introduction of wholesome pleasure a feature in the school. Let such write down their plans.

WATCH THE CHILD.

At times the lesson may not appear to produce thought in the child, sometimes a break is caused by a remark from one of the boys. It is never my plan to dismiss such a remark, but rather to work upon it if it indicates thought. A boy is often discouraged from thinking by the teacher's want of consideration for some question that the boy has put—a question which is often the outcome of a good deal of thought on part of the boy. I sometimes see, in the eyes and countenance of a child, that ideas are revolving in his mind, leading him to conclude that what I am saying does not exactly fit in with what he thinks; so he puts a question, which I may perhaps find a little inconvenient. Still it is, I think, better to step aside—of course within certain limits—and put the boy right. But so doing, I not only fix his attention for the remainder of the lesson, but probably awaken interest in other little minds that have been similarly exercised. When I feel I must do this—to get, as it were, into the child's mind myself; to note all the avenues by which ideas enter; to see how they enter, and how they fix themselves there, how they associate with other ideas already there, and so by general union generate mental force; just as the union of atoms in the material world generates heat force.—BALCHIN.

A YOUNG officer at an Irish breakfast party said to a lady, "Miss Brown, I have heard that you're the most learned lady present, and that as you know every thing, there is no puzzling you. Can you tell me," he continued, poised his spoon over the top of his unbroken egg, "why this duck-egg is blue?"

"Well," was the reply, "I don't know; but perhaps you would look blue yourself if you were just about to be knocked on the head."

FOR THE SCHOLARS.

QUEER FISHES.

A species of fish called blennies, can really make a noise in the water. A writer says: "I called upon a gentleman at Darlington, in whose room stood a small aquarium containing along with the usual allotment of sea-anemones, star-fishes, etc., and five blennies. After watching their motions for a few minutes, as they floated near the surface of the water, I stooped down to examine them more nearly, when, to my utter amazement, they simultaneously set up a shriek of terror, so loud and piercing that I sprang back as if electrified. I think a human being could hardly have set up a louder or shriller scream than did these tiny inhabitants of the water."

Another writer says: "In the evening, when the moon had risen, I took a boat and accompanied the fishermen to a spot where musical sounds were said to be heard issuing from the bottom of a lake, and which the natives supposed to proceed from some fish peculiar to the locality. I distinctly heard the sounds in question. They came up from the water like the gentle thrills of a musical chord, or the faint vibrations of a wine-glass when its rim is rubbed by a wet finger. It was not one sustained note, but a multitude of tiny sounds, each clear and distinct in itself, the sweetest treble mingling with the deepest base, evidently and sensibly from the depths of the lake, and appeared to be produced by mollusca, and not by fish."

The *Alose* has been noticed, by ancient writers, for its love of music and dancing. Aristotle says that it no sooner catches the sound of music or sees dancing, than it is irresistibly led to join the sport, and cut capers and throw summersaults out of the water. Another writer says that the sprightly conduct imputed to the *alose* by Aristotle was well-known to fishermen, who fastened little bells to their net, by the tinkling of which above the surface the fish within hearing were attracted to the spot and caught without difficulty.

A somewhat similar mode of catching fish is had recourse to by the boatmen of the Danube, who put across a floating net, and so draw in a great number of fish by the tinkling of bells. Roudolet, the famous naturalist, gives an instance of the fondness for music of fishes. When staying at Vichy he took a walk with some friends along the banks of the Allier, with violin in hand ready for a serenade. The air was still, the moon and stars shining brilliantly. When the party had come to a favorable spot, the violinist put the instrument to his chin and struck up a lively waltz. A wonderful effect ensued. Scarcely had he drawn his bow when the surface of the waters began to move; the backs of *alose* appeared rippling the silvery expanse, and after a few strokes a large party of fish might be seen rising and leaping in the water.

A writer in *The Naturalist's Library* observes: "The fondness of seals for musical sounds is a curious peculiarity in their nature, and has been to me often a subject of interest and amusement. During a residence of some years in the Hebrides I had many opportunities of witnessing this peculiarity; and, in fact, could call forth its manifestation at pleasure. In walking along the shore in the calm of a summer afternoon a few notes of my flute would bring half a score of seals within thirty or forty yards of me, and then they would swim about with their heads above water, like so many black dogs, evidently delighted with the sounds. For half an hour or, indeed, for any length of time I chose, I could fix them to the spot, and when I moved along the water's edge they would follow me with eagerness, like the dolphins, who, it is said, attended Arion, as if anxious to prolong the enjoyment. I have frequently witnessed the same effect when out on a boat excursion. The sound of a flute, or a common fife, blown by one of the boatmen, was no sooner heard than half a dozen would start up within a few yards, wheeling round us as long as the music played, and disappearing, one after another, when the music ceased."—*Scholars' Companion*.

ARABIAN HORSES.

All over the world Arabian horses have had a greater name than any others. They are large, finely built animals, with great endurance, and often singular intelligence. Arabs esteem a horse perfect in form if, when he reaches down to drink on a level with the ground under him, he stands straight on his fore legs, not bending either knee. Their horses are fed usually but once a day and watered only at night. Their owners are very particular—I speak of those who take pride in and love their horses—about the purity of their blood. I have

been told that they frequently live in the tents with their masters, and are treated with as much care as a child. In return they are of great use to their owners, being remarkable for speed and endurance. It is not unusual for one to carry its rider and its outfit over 150 miles of desert in twenty-four hours. A French general tells of one of the tribe Arbaa which actually carried him 240 miles in twenty-four hours. During the journey she ate and drank only once, and scarcely rested at all.—*Scholars' Companion*.

JOSEPH BARA.

In the public square of land before the pretty church of Palaiseau, there is a statue that attracts the attention of travelers; it is of Joseph Bara. This lad enrolled himself as a volunteer when Carnot, minister of war in the French Revolution appealed for soldiers; his task was to beat the drum. One day he was taken prisoner by the Vendees, who commanded him to cry "Vive le Roi." His reply was "I am a Republican." This angered his captors and they bid him leave drumming for the *wrong* side, as they called it, and drum for the king. But Bara replied "Vive la Republique." The Vendees, twenty in number, at once leveled their muskets and discharged them at him and he fell to the ground dead. Then they were horrified at their act—for the corpse was but that of a mere child. They returned, picked up the body and bore it to the camp of the Republicans.

The Convention, when the story was known to it, decreed a pension to his mother, and ordered an engraving of the little drummer's execution to be hung up in every primary school, to show what a child can do when inspired by a noble sentiment. The statue at Palaiseau represents Joseph in the uniform of a hussar; a drumstick has fallen from one of his hands, the other he still holds; he has been struck with the bullets but the expression of heroic exaltation still lingers on the delicate young face.—*Scholars' Companion*.

RUBIES AND DIAMONDS.

BY H. A. S.

When I was about fourteen years old I had a great passion for studying and collecting minerals. I had always believed diamonds to be the rarest of gems until I read this in a paper: "Of all precious stones, the true Oriental ruby is by far the most valuable. A stone of only moderate size will fetch ten times the value of a diamond of equal weight, and as for a ruby of any unusual magnitude, its price is entirely dependent on the caprice of the market." To see if this was true when I was in New York, I went into Tiffany's great store, and asked the gentleman at the counter set apart for gems, if he would let me see a real ruby. He handed me one about a quarter of an inch wide, nearly half an inch long; its color was a beautiful red. I was admiring its beauty when the gentleman said, "You had better take a good look, you may never see so fine a one again; its value is \$15,000." Rubies, he said, were far more precious than diamonds; many artificial rubies are made by skillful chemists, and look like the real stones.

The ruby belongs to the corundum family, a common variety of which is the emery, kept by mothers in a little bag to rub the rust off their needles. A ruby is the oxide of aluminum, and the chemists call it alumina. Now alumina is a very common substance, being nothing more than clay; so that a ruby is merely red clay. It is called ruby because of the color. The ruby will scratch a topaz, and has a specific gravity of about 4. Having gathered all these facts, I turned to depart. "Then you won't buy this ruby?"—*Scholars' Companion*.

BAHIA AND RIO DE JANEIRO.

BY A CORRESPONDENT OF THE SCHOLAR'S COMPANION,
By the steamship Hipparchus I reached Bahia, Sept. 29. The bay is fine; its large enough for all the fleets in the world. Bahia is next to Rio de Janeiro in importance and in beauty of its appearance. It was founded in 1535. It is in 18° south latitude. It is built on the declivity of a very high and steep hill fronting the bay, is about six miles in length, and contains 130,000 inhabitants.

At the principal landing, near the market, there is a crowd of canoes, with cargoes of Brazil nuts, and fish, and fruits of all descriptions. Here are also parrots, macaws, and a variety of gorgeously plumed birds and monkeys of all sizes. The appearance of the people is peculiar. The native Indians may be seen both in pure blood and in every possible degree of intermixture with the whites and blacks. All the older negroes and negro-women are natives of Africa, and bought by their respective owners.

I went ashore in a boat as guide of a charming young married pair from Syracuse, N. Y., who wished to see something of the town. We went to the Elevator, and after a few minutes waiting, we were lifted up 198 feet by steam to the upper town, entered a street car, called "Bond" in this country, drawn by four mules. Our way to the public garden was through several fine streets, well built up.

At the tall arched entrance we alighted, and immediately found ourselves under the dense shades of the mangueiras, the lime-trees, the bread-fruit, the cashew, and numerous other trees of tropical growth. The mango fruit grows to a large size here, and some of the trees have fruit within two feet from the ground. The natives eat it, but the taste for it is an acquired one.

The Publico was filled with cries of birds of all kinds. This public promenade of Bahia is located on the boldest and most commanding height of the whole town. It has two splendid water fronts, one of its sides overlooks the ocean, and the other the Bay of Tedos or Santos, while an iron railing protects the visitor from the precipice below. The views from this eminence are truly magnificent.

On our return we stopped at the old Cathedral, the largest in the empire; the fine galleries, the gorgeous glass, the simple and lofty arches in concentric clusters, the light columns of the altar-screen, and the perfect fret-work of the choir will repay a visit. We were obliged to hurry back, for the Captain allowed but two hours for our visit. As I said good-bye to Bahia, I hoped I should see the beautiful city once more.

We entered the harbor of Rio de Janeiro between the Sugar Loaf Mountain and the fort of Santa Cruz, in the morning of Oct. 4th. The beauty and grandeur of the bay cannot be described. The house of my friends is on the Cattete Mountain, where, from my open windows I look over sea and land. The city is in the 23rd° south latitude, and contains about 400,000 inhabitants. The mountains in the center and rear of the city point their heads in every direction. On da Formega and de Neves and their ravines lies the city.

The prominent points on the top of the elevations are generally occupied by convents and churches, of which there are about forty in the city. In every direction, just outside, every residence has a large garden and grounds attached. These gardens, with the two public resorts, are filled with a variety of tropical fruit trees, flowers, palms, and mangoes. The splendor is so great that it fairly makes the senses ache to see and smell them.

The shores of the bay, opposite to the city, are covered with rich verdure; there are numbers of plantations and country seats of elegant appearance, surrounded with trees. Many islands diversify the surface of the bay. It seems to me there could not be found a more delightful residence on the globe than the one I am now living in.

In the city the streets are mostly straight, but very narrow and dirty. They are pretty generally furnished with side-walks without curbstones, with a watercourse or gutter in the centre, which is the usual receptacle of sweepings from the houses. The street-cars, omnibuses, and one-horse (mule and donkey) chaises or tilburies, with which the city abounds, as well as other vehicles, are obliged to go up one street and down another, each corner of a street having a hand painted on it, indicating the direction. The streets leading out of the city however, are wide, well built up, and paved. On these are splendid residences; one costing a million and a half of dollars, is built of marble from Italy. It belongs to a large coffee-planter. There are two railroads into the country. Each engine takes a large two story car holding a hundred passengers, and another car for the lowest class of the shoeless and ill-dressed, of which there are very many.

PAULINE DYER.

WITHIN the last few weeks the ladies of the Silk Culture Association, of Philadelphia, have reeled sufficient raw silk from cocoons raised during the summer to weave into a gown, which is to be presented to Mrs. Garfield. The quality of the silk is said to be equal to that of the best Italian. It will be manufactured at Paterson, N. J. When finished, this garment will have the distinction of being the first entirely silk fabric made in America.

A LITTLE daughter of Charles Neubertz of Wyandotte, Mo., found a nest of quails' eggs, and placed them in a cornucopia in the house. A few days later it was discovered that some of the eggs had hatched, and the quails were in the act of breaking their shell.

HORSFORD'S ACID PHOSPHATE imparts new energy to the brain, giving the feeling and sense of increased intellectual power.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

AN HISTORICAL READER. By Henry E. Shepherd. New York: D. Appleton & Co.

The author is the superintendent of the Baltimore schools, and has made a good volume. It is an endeavor to collect extracts from the purest historical literature in order to excite an interest and arouse the sympathy of your readers. It is clear that the perusal of such extracts will develop a taste for historical study. We think the selection most judicious, and the volume well fitted for the purpose.

SOME TOPICS IN ENGLISH GRAMMAR. By Arthur Hinds. New York: Baker & Godwin.

The author was lately a teacher of grammar in the Westfield, Mass., State Normal School, and this book is the result of a system devised by him to render the principles of grammar acceptable to his classes. He has not sought to make a grammar, but to show the general principles apparent in our English tongue. This is arranged under a series of topics, and this part is followed by examples and illustrations. The author makes the sweeping charge that "teachers are almost unanimous in condemning grammars;" "many English grammars are untruthful;" "grammars are complicated." The volume condenses the subject well, but we do not find in it those features that constitute a new system; on the other hand it seems to follow, with but few exceptions, the grammars now so extensively used.

A WORLD OF WONDERS, OR MARVELS IN ANIMATE AND INANIMATE NATURE. New York: D. Appleton & Co.

This volume is profusely illustrated and covers five great fields of thought: marine life, vegetable life, insects and reptiles, birds and beasts, air and water, ice and fire. This is a brief summary of what covers nearly five hundred pages, concerning Life and Force on this globe of ours. Beginning with the sponges and corals, the jelly-fish, the medusa, the starfish, the cuttlefish, the squids, the sea-horse, the sea-mouse, the blind-fish, the turtles, the sharks, the whales are among the many forms of life described. The writer has presented the facts in an interesting manner. The other divisions are equally well handled, and we can recommend the volume as one that contains a mine of information.

SUICIDE, by Henry Merselli, M.D. New York: D. Appleton & Co.

The subject treated of may be repulsive, but the fact that suicide increases with civilization is one that demands investigation. The author, therefore, considers the bearing that climate, custom, religion, morality, age, sex, etc., have on the act. He declares that the only cure is the formation of character. It is a curious thing, to look deeply into the matter, to determine what causes suicide. It can only be by examining a great number of cases that the law can be determined. It is the effect of the struggle for life. The competition, the social pressure increases the tendency to destroy. It augments with the diminution of the means of subsistence. It exists even among those under fifteen years of age.

VOLCANOES, WHAT THEY ARE AND WHAT THEY TEACH, by John W. Judd, F.R.S. New York: D. Appleton & Co.

This work considers the nature of volcanic action, the distribution of volcanoes, and what they teach us of the nature of the earth's interior, as well as many other subjects. The work has many illustrations. It gives an insight into many problems that arise, and discusses them intelligently. The author has endeavored to deduce the general laws which appear to govern these singular objects. The volume is one that will prove of peculiar interest to the scientific observer, describing, as it does, the products of volcanic action and the structure of volcanoes themselves.

LU LU, OR CHILD LIFE IN JERUSALEM, by Lydia M. Finkelstein. Nashville, Tenn.: Southern Methodist Publishing-house.

We have perused this little volume with interest because it portrays the features of a city that is now beginning to attract some of the attention from the world that anciently made it renowned. Jerusalem is likely to have an influence on the intellectual life of the world. The story written by Miss Finkelstein portrays life there with fidelity. Her residence there has made her familiar with the customs, language and localities, so that the narrative is lifelike to a remarkable degree.

THE LEAGUE OF THE IROQUOIS, by Benjamin Hathaway. Chicago: S. C. Griggs & Co.

This volume exhibits much familiarity with its subject. Its author is a poet of rare endowments. The subject is handled with vigor as well as with grace. The fast disappearing aborigines of this continent have found who is competent to weave their wonderful myths and legends into beautiful verse. The effort to rescue the best thoughts of the Indians from oblivion deserves our gratitude. The notes gleaned from many sources, show the industry of the author, and the subject has been well investigated and placed in a new light before the public. We could wish a slight prose sketch had been prefaced giving a history of these once powerful nations.

MAGAZINES.

The January *Harper's* is rich in entertaining articles and profuse illustrations. Mr. Abbey gives another of his full-page illustrations of one of Herrick's poems, this time on "Eternity." Mr. Bishop begins a series of papers on Mexico, and Mr. Hatton concludes his "Journalistic London," which has eleven illustrations. The great and noble work that is done by the Young Men's Christian Association is described by Dr. Geo. R. Crooks. Wm. T. Davis has a paper on "Who were the Pilgrims?" The three poems are by C. E. Brooks, Annie Fields and E. T. Corbett.

The January *Lippincott's* opens a new volume and begins a new serial called "Stephen Guthrie." The opening article is on Seville, by S. P. Scott, and is historical as well as descriptive. Animal pets are the subject of a delightful and characteristic paper by Dr. Felix L. Oswald. Edward C. Bruce writes about "Railway stations," with special reference to the artistic merits of some that have been recently constructed, and the probable further im-

provement of which this class of buildings is susceptible. Richard T. Ely discusses "Our common schools," defending them against the recent attack of Richard Grant White. "Decoration under difficulties," by Helen Campbell, and "A trip to Tophet" are lively sketches, the former describing the establishment of a home in a Western territory, and the latter a visit to a silver mine. The stories are, "A Comedy of Errors" by Henry A. Beers; "Hazel" by Cora Hall Randolph, and "The Bank secret" by Wm. O. Stoddard. There are several poems, "A Christmas card," "Unrest" and "Dear little Alice."

The *North American Review* for January contains the opinions of Doctors Elwell, Beard, Seguin, Jewell and Folsom on "The moral responsibility of the insane." Dr. Mary P. Jacobi discusses the subject, "Shall women practice medicine?" There are other articles on "The new political machine," "The Geneva award and the insurance companies," and "A chapter of Confederate history."

St. Nicholas for January is brilliant with illustrations. Among the most striking are those to the "Recollections of a drummer-boy," Sophie Swett's story about "The Cow that considered;" "The land of Nod," and Celia Thaxter's poem. Margaret Vandegrift contributes three poems; Mrs. Dodge continues her story of "Donald and Dorothy;" Mr. Gladden has a talk about Dr. Holland's books, and there are other papers on interesting subjects.

The *Century* (January) gives a portrait of Thiers for its frontispiece. The Princess Louise illustrates an article on "The revival of Burano lace." Lucy M. Mitchell writes upon "Oriental and early Greek sculpture." The poems in this number are well selected and break up the otherwise monotonous run of prose writing. Mr. Howells' story, "A Modern Instance" already surpasses Mrs. Burnett's "Through one Administration" in action, though each are not fully developed. Col. Rockwell's paper, "From Mentor to Elberon," will appear in Major Bundy's "Life of Garfield," soon to be published by Barnes.

The *Cottage Hearth*, for January, gives a large amount of reading matter, and two pieces of music. The pages of poems are well selected, and the household hints especially relished by the ladies.

A long and descriptive paper on "A famous old church," by H. W. French, opens the December *Potter's American Monthly*.

The Holiday number of the *Critic* should be in the hands of all Mrs. Burnett's numerous readers, as it contains her portrait and a paper on her writings by R. H. Stoddard. Among the other contents of this number we mention one of Uncle Remer's famous stories, poems by E. C. Stedman and Roger Reardon, and a supplement containing Lungren's "Court Ladies" from Thackeray's "Chronicle of the Drum." The usual criticisms on literature, music and art are not excluded, and the *Critic* almost brings to a close a very successful first volume.

The supplements to the *Art Amateur* for December make the number more valuable, but even on the regular

pages the love of art in all its varied branches will find something which will repay him many times over the price of the number. The Philadelphia exhibitions covers several pages with copies of pictures and criticisms. A pair of bronze vases owned by R. E. Moore occupy the whole first page.

NEW MUSIC.

In the December *Musical Herald* we find a "Pastoral," by Franz Hitz, a song for mezzo-soprano, by Henri Lisher called "Twas only a Dream," and an anthem by C. H. Whittier.

Church's Musical Visitor for December comes with a bright cover and the following new music: "Chapel Chimes," by James R. Murray, for the piano, a Spanish serenade by Richard Geordeler, and a song with chorus by James E. Stewart, "A tree of Mother's Hair."

Brainard's *Musical World* contains on its music pages for October, a song by Arthur S. Sullivan, "My love beyond the sea," a song from the new operetta "Katie Dean," Stephen Adams "Midshipmite," potpourri of Offenbach's opera, "La Belle Helene," a "Nellie Schottishche," by E. Mack, and a quartet in memory of Garfield arranged from Beethoven.

Howe's 100 Popular Songs is a collection in octavo form of the most popular songs for the past five years, words complete and the air to each given. Boston: Elias Howe, 188 Court street. Price thirty cents.

NOTES.

For those of our readers who desire a portrait of Ralph Waldo Emerson, we mention that an excellent one may be found in No. xxiv. of the *Critic*, (Dec. 3rd.)

The publishers of the *Youth's Companion* issue a beautiful little pocket-calendar for 1882, with flowers in colors.

The *Home Journal* is getting in the habit of issuing supplements quite frequently, which speaks well for its business prospects.

The title-page from "Shakespeare for Young Folks," published by Fords, Howard & Hulbert, is copied from an old ivory book cover, and in its reproduced form is exquisite.

The autograph manuscripts in Bryant's "Library of Poetry and Song" (same publishers) include the following names: O. W. Holmes, J. G. Holland, T. Hood, L. Hunt, "H. H.," J. Ingelow, T. Keats, F. S. Key, E. C. Stedman, R. H. Stoddard, H. B. Stowe, B. Taylor, A. Tennyson, W. Whitman, J. G. Whittier, N. P. Willis, W. Wordsworth, E. B. Browning, W. C. Bryant, Lord Byron, R. H. Dana, R. W. Emerson, F. G. Halleck, H. W. Longfellow, J. R. Lowell, Wm. Morris, T. H. Payne, E. A. Poe, J. G. Saxe.

For boy and girl no more charming volumes can be found than Crowell's new publications, "Rip Van Winkle's Travels in Foreign Lands" and "Holly and Mistletoe."

THE sooner the youth of this country are compelled by the scope and tendency of our public school system to recognize that only one boy in a hundred can be a lawyer, doctor or clergyman, the better it will be for the American people. To that end it is essential that our methods of training shall cease to foster the silly, abortive preference for so-called gentlemanly

pursuits—shall squarely face the fact that manual labor is the sphere in which the majority of the human race are destined to move, and that it is mechanical skill and genius which have transformed the world, and which should command the highest prizes in the race of life.—*The Sun*.

LOOK WELL TO WHAT YOU EAT.

That the ordinary diet of to-day does not contain the necessary elements to keep the body and mind in health under the intense strain of this, the nineteenth century, is not as well understood as it should be, yet it is a very important and well-established fact, and one that is exhibited in the tired look upon the face of almost every man, woman and child we meet. The importance of securing to the diet the necessary repairing elements that our business or profession demands, together with a condition of these elements that ensure their entrance into the blood even in the presence of a debilitated digestive apparatus, cannot be over-estimated. The undersigned manufactures a series of foods from the vital elements contained in the three great life staples, beef, wheat and milk, specially prepared and adapted to repair loss of energy incident to any business or profession, and thus securing health to body and mind. These foods do not conflict with any medicine, are exceedingly palatable and applicable to all conditions, a small quantity being taken with the meals; a fifty-cent package furnishing the desired elements to an adult for one week. Write for free pamphlet and give briefly condition of stomach, also your occupation, and we will furnish all information, kind of Food required, prices, etc. Address the Blanchard Mfg. Co., 27 Union-square, N. Y. City.

OUR readers will find the "Scholar's Companion," published by E. L. Kellogg & Co., of New York, the best paper for boys and girls. It is only 50 cents a year. It has stories, queer questions, etc. Agents can do splendidly with it. One agent sent five thousand subscribers last summer. Samples sent for 10 cents. We advise agents to write to E. L. Kellogg & Co., of New York.—(So says the New World and it is a fact.)

LUCIE was told that it was impolite to take the last biscuit or cake when at the table. Not long ago she was observed to gaze long and earnestly at the only remaining biscuit on the bread plate. At last she reached over and took the biscuit, exclaiming; "I'm so nearly starved. I won't be polite to-day. I'll wait till some day when I ain't hungry."

At the Atlanta Cotton Exposition a suit of clothes was made for Governor Bigelow, of Connecticut, of cotton which was growing in the morning, and he wore the clothes in the evening. It has a coarse, but not unseemly appearance and is lined with silk. The vest was made of a sort of basket-cloth pattern. It is colorless and of the regular reception style. It is backed and lined with an elegant pattern of white brocaded silk.

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SNAIL RAISING.—In the Tyrol, a province of the Austrian Empire, there are gardens in which only snails are raised. These gardens are small plots of land cleared of trees and covered with heaps of moss and pine-twigs. They are separated from each other by ditches, each one of which has a grating at its outlet to prevent the snails from crawling away. All the summer the Tyrolese children search woods and fields for snails to put in the gardens, where the little animals remain all the winter. Single gardens have been known to turn out 40,000 snails. They are packed in kegs and shipped to various parts of the world. They are eaten as a delicacy by many people.

SOME of the men of a vessel at anchor off Columbo, Ceylon went ashore in charge of a mate, and, while rambling in a wood, one picked up a little monkey which was playing at the foot of a tree. Its yell seemed to summon all monkeydom. Such a chorus of angry chatter arose that the mate cried, "Make for the boat," and the abductor, to make peace, dropped his prize. One monkey fell out of the phalanx to gather up its darling in a hasty embrace, but the rest rushed forward, hurling sticks and stones at the men as they pushed off. Many of the men were hurt by the missiles.

THE Khedive of Egypt is reported to have set at liberty last month nearly a hundred slaves that had been brought to Cairo. Among them were some sixty girls, ranging in age from ten to fifteen years, most of whom had been sold by their own parents for sums ranging between \$100 and \$300. The greater number were black, but some who had come from Abyssinia were of lighter complexion, or even white.

CAUCUS.—The use of the American word "caucus" is becoming common in England, and the London newspapers are puzzled over its derivation. It is said to come from "caulkers" meetings, held by Boston shipyard employees in ante-Revolutionary times. All conferences to arrange for concerted political action were soon called "caulkers," and in time the term became "caucus."

DR. CUTTER states that the increase of skin diseases, decaying teeth, premature baldness, and general lack of muscular and bone strength are greatly due to the impoverished quality of flour now in use, the gluten being thrown away in order to make the flour white. He urges the use of unbolted flour, and of eggs, milk, and butter. He denies that fish is brain-food, or that Agassiz ever said that it was, and claims that butter, being nearly all fat, is a better kind of brain-food than any other.

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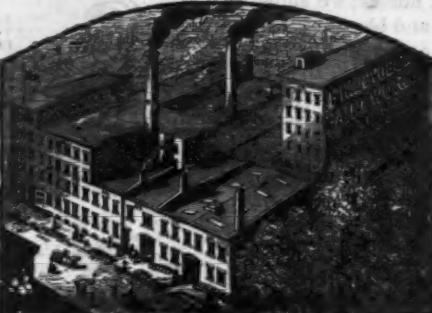
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